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AUTHOR Sapone, Carmelo V.
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ABSTRACT

This document is a learning packet for differentiated staffing. Chapters include behavioral objectives of differentiated staffing, a learning packet, pre-assessment instruments, differentiated staffing assumptions, factors to be considered in a differentiated staffing program, a differentiated staffing definition, differentiated staffing models, the Temple City hierarchy, the Cherry Creek model, principles underlying the concept of role, principles underlying differentiated staffing concerns most often expressed, minimum ingredients of differentiated staffing, principles underlying the concept of evaluation, some differentiated staffing questions, advantages of differentiated staffing, disadvantages of differentiated staffing and post-assessment instruments. A 23-item bibliography is included. (MJM)

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DIFFERENTIATED STAFFING

"A Learning Packet"

by

Dr. Carmelo V. Sapone
Director of Curriculum Development
Madison Public Schools
Madison, Wisconsin

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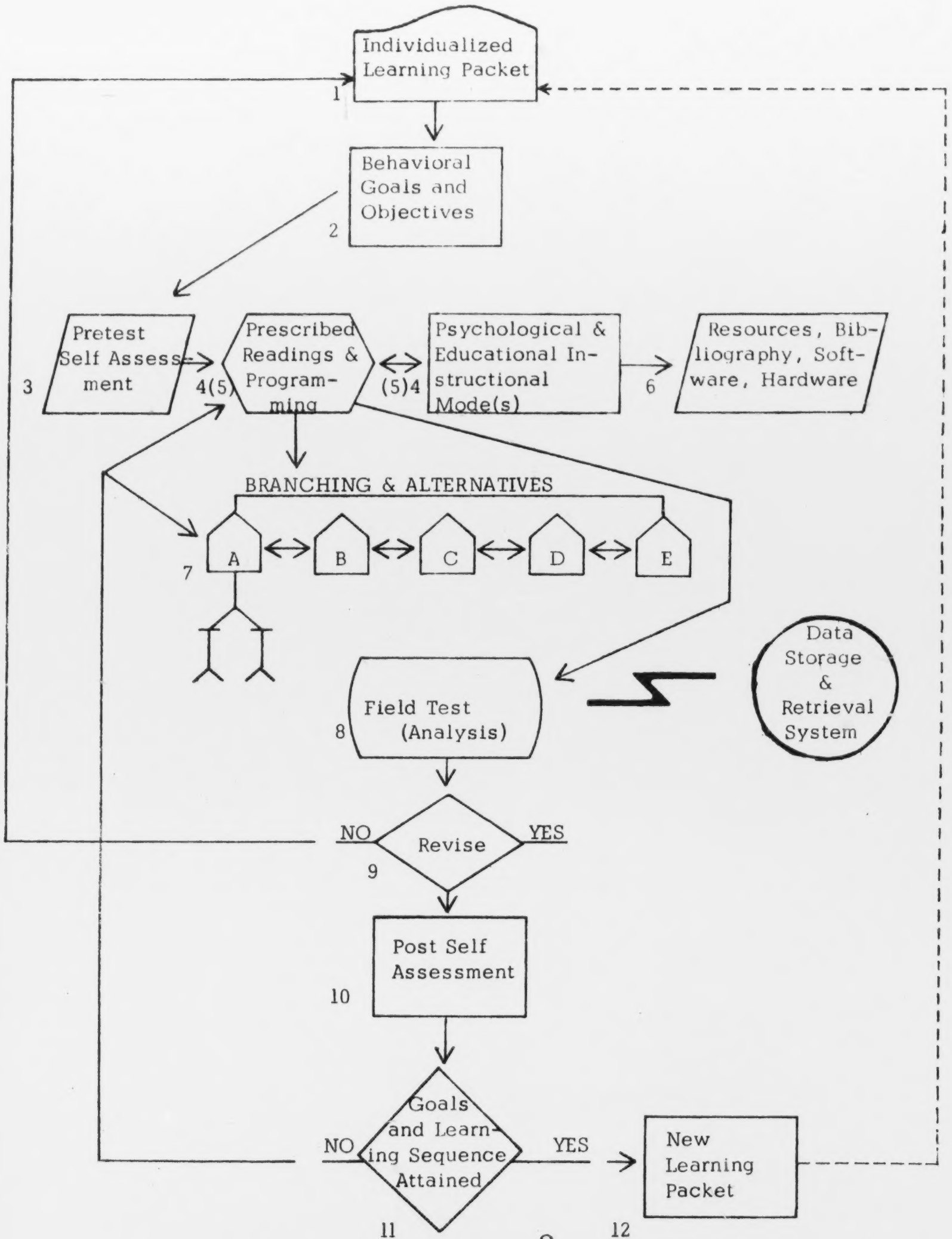
Individualized Learning Packet Design — Dr. Carmelo V. Sapone



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BEHAVIORAL OBJECTIVES - DIFFERENTIATED STAFFING

1. The learner will be able to define in writing differentiated staffing using the concepts of accountability, specialization, and organization.

2. The learner will be able to write ten assumptions underlying the concepts of differentiated staffing.

3. The learner will be able to plan, design, and present for recommendations a differentiated staffing organizational (pattern) structure which is compatible with the above (#2) ten assumptions.

4. The learner will be able to operationally define the roles and functions of a differentiated staffing organization.

5. The learner will be able to describe in writing the five functions and patterns of decision-making in a differentiated staffing model.

6. The learner will be able to write at least five (5) advantages and five (5) disadvantages of the concept of differentiated staffing.

7. The learner will be able to write exact definitions of ten differentiated staffing terms.

8. The learner will be able to produce a comparative cost analysis of a differentiated staffing organization and a non-differentiated staffing organization.

9. The learner will be able to prepare an instrument for assessment of a differentiated staffing organizational model.

10. The learner will be able to describe in writing three differentiated staffing models as implemented in school systems throughout the United States.

BRANCHING AND ALTERNATIVE PATHWAYS

(Self-Selecting Behavioral Objectives)

11. The learner will be able to

12. The learner will be able to

13. The learner will be able to

14. The learner will be able to

15. The learner will be able to

LEARNING PACKET COMPONENTS

I. Differentiated Staffing Learning Packet

II. Behavioral Objectives

III. Pre-assessment

IV. Learning Modelity (Piaget)

- A. Concrete
- B. Formal operations

V. Instructional Strategies

- A. Learning packet
- B. Lecture
- C. Individual group work
- D. Group Interaction
  - 1. Teacher-learner transactions
  - 2. Within group learning transactions
- E. Models

VI. Branching and/or Alternatives

VII. Field Test

VIII. Post-assessment

IX. Evaluation

X. New Learning Packet

PRE-ASSESSMENT INSTRUMENT

1. The learner will write a clear and concise definition of the term "differentiated staffing."

2. The learner will write at least five (5) advantages and five (5) disadvantages of the concept of differentiated staffing.

   a. Advantages

      (1)

      (2)

      (3)

      (4)

      (5)

   b. Disadvantages

      (1)

      (2)

      (3)

      (4)

      (5)

3. The learner will be able to define in writing differentiated staffing using the concept of accountability, specialization, and organization.

DIFFERENTIATED STAFFING - ASSUMPTIONS

Directions: Listed below are assumptions taken from the literature on differentiated staffing. Read each assumption. Then circle the number (negative or positive) which best fits your view towards this assumption.

Differentiated Staffing:

A. ROLE(S)

	Agree ⟷ Disagree
States that while the student is the one who is to learn, the teacher is a most important person - the one who facilitates and monitors the process.	-4 -3 -2 -1 0 +1 +2 +3 +4
Allows the talent of these professionals to be kept relevant.	-4 -3 -2 -1 0 +1 +2 +3 +4
States that the institution (school) reinforces those professionals who excel at what they do in the teaching-learning process.	-4 -3 -2 -1 0 +1 +2 +3 +4
States that the system (school) rewards functions to increase teacher productivity.	-4 -3 -2 -1 0 +1 +2 +3 +4
Allows for the quality teacher to stay in the teaching situation.	-4 -3 -2 -1 0 +1 +2 +3 +4
Allows for teacher initiative and creativity.	-4 -3 -2 -1 0 +1 +2 +3 +4
Allows for the creation of new teacher roles and increased flexibility.	-4 -3 -2 -1 0 +1 +2 +3 +4
Changes the role of the traditional teaching process.	-4 -3 -2 -1 0 +1 +2 +3 +4
Improves elementary and secondary educational programs through a change in teacher role. Participation in such roles should improve the education of persons assigned to them.	-4 -3 -2 -1 0 +1 +2 +3 +4
Provides for the education of each teacher as a lifelong venture requiring lifelong architectural plans.	-4 -3 -2 -1 0 +1 +2 +3 +4
Allows for the opportunity for meaningful role assignments and meaningful understanding of assignments which attracts and retains a greater number of able teachers.	-4 -3 -2 -1 0 +1 +2 +3 +4

B. ORGANIZATION

	Agree ⟷ Disagree
	-4 -3 -2 -1 0 +1 +2 +3 +4
States that the deployment and the manner in which teacher talents and specialities are utilized in the instructional program become important considerations for the practicing professional, the public, and for the student.	
Permits attention to organizational structure as well as attention to individual teachers' talents.	-4 -3 -2 -1 0 +1 +2 +3 +4
Allows the capitalization upon individual and collective talents between teachers and the administrative structure.	-4 -3 -2 -1 0 +1 +2 +3 +4
Creates a new career pattern which offers a method of reinforcing mobility in the teaching faculty where few exist.	-4 -3 -2 -1 0 +1 +2 +3 +4
Allows for teachers to enter at multiple points in a differentiated staff.	-4 -3 -2 -1 - +1 +2 +3 +4
Allows for different contractual periods varying with degree and complexity of instructional responsibilities.	-4 -3 -2 -1 0 +1 +2 +3 +4
Allows for excellent teachers to function at all levels in a teaching hierarchy.	-4 -3 -2 -1 0 +1 +2 +3 +4
Provides for a number of superior teachers who desire opportunities for promotion as teachers to advance both educationally and economically.	-4 -3 -2 -1 0 +1 +2 +3 +4
States that differentiated school staffing is a concept of organization that seeks to make better use of educational personnel.	-4 -3 -2 -1 0 +1 +2 +3 +4
Allows teachers and other educators to assume different responsibilities based on carefully prepared definitions of the many teaching functions.	-4 -3 -2 -1 0 +1 +2 +3 +4

C. INSTRUCTION

	Agree ⟷ Disagree
	-4 -3 -2 -1 0 +1 +2 +3 +4
States that the institution (school) reinforces those professionals who excel at what they do in the teaching-learning process.	
Makes more intense the desire to improve instructional equality for all youngsters.	-4 -3 -2 -1 0 +1 +2 +3 +4
Is a method of reorganizing the resources of the organization to do a better job of diagnosing and prescribing and allocating those resources in instruction to be more effective than is now possible.	-4 -3 -2 -1 0 +1 +2 +3 +4
Improves the quality of the instructional program.	-4 -3 -2 -1 0 +1 +2 +3 +4
Provides the learner, whether student or teacher, with a more meaningful education as he participates in differentiated roles as a member of a teaching team.	-4 -3 -2 -1 0 +1 +2 +3 +4
Provides for differentiated assignments making it possible for a greater number of people to make more significant contributions to pupil learning.	-4 -3 -2 -1 0 +1 +2 +3 +4
Allows the learner, whether student or teacher, to act as a catalyst for the integration of various professional group contributions.	-4 -3 -2 -1 0 +1 +2 +3 +4
Encourages teachers to seek new ways of analyzing essential teaching tasks and creative means for implementing new educational roles and instructional processes.	-4 -3 -2 -1 0 +1 +2 +3 +4

D. DECISION-MAKING

Places the responsibilities for teaching and student learning upon the teacher's team.	-4 -3 -2 -1 0 +1 +2 +3 +4
Enhances the decentralization of decision-making hierarchy.	-4 -3 -2 -1 0 +1 +2 +3 +4
Shifts decision-making from an individual to a group context.	-4 -3 -2 -1 0 +1 +2 +3 +4

	Agree ⟷ Disagree -4 -3 -2 -1 0 +1 +2 +3 +4
Makes possible a formalized way of involving teachers in decision-making with administrators where their knowledge and skills are necessary to produce competent decisions and engage in relevant organizational problem-solving.	
Extends the influence of the teacher in the decision-making process.	-4 -3 -2 -1 0 +1 +2 +3 +4
E. EVALUATION	
States that there exist positive relationships among teacher training, morale, involvement in technical decisions, joint evaluation of colleagues and the quantity and quality of what students learn in school.	-4 -3 -2 -1 0 +1 +2 +3 +4
Enhances the predictability of teacher behavior.	-4 -3 -2 -1 0 +1 +2 +3 +4
Should seek to involve teachers in the evaluation of colleagues.	-4 -3 -2 -1 0 +1 +2 +3 +4
Allows for evaluation of senior and master teachers by staff and associate teachers. Senior and master teachers, in turn, evaluate their colleagues.	-4 -3 -2 -1 0 +1 +2 +3 +4
Provides benefits to teachers in the evaluation process in the form of suggestions, constructive criticisms, and judgments of one another. It provides for a two-way flow of the monitoring of ideas and services.	-4 -3 -2 -1 0 +1 +2 +3 +4
Professional teachers are competent to render valid observation on the improvement of practice.	-4 -3 -2 -1 0 +1 +2 +3 +4
Creates an advance role of teachers as well as dual evaluation. The teacher will be in a position to govern fully the spectrum of technical work in which they are engaged, from instruction to curriculum writing to the application of research to improve practice.	-4 -3 -2 -1 0 +1 +2 +3 +4
Allows for the integration of the contributions of groups at various "levels" of the profession which results in more effective teaching outcomes for the effort input, and more meaningful feedback among these groups.	-4 -3 -2 -1 0 +1 +2 +3 +4

FACTORS TO BE CONSIDERED IN A DIFFERENTIATED STAFFING PROGRAM

"A. Fadism

B. Economizing

C. Clearly defined professional and non-professional tasks

D. Personnel Selection

1. Pre-preparation

2. Experience

3. Competence

E. Shared responsibility concept

F. TA Syndrome

1. Paraprofessionals

2. Auxiliary personnel

G. Status hiatus

H. Personality conflicts

I. New role definitions

J. Overspecialization

K. Delimiting decisions

L. Higher expectation level of performance

M. Share decision-making process

N. Adequate resources

O. Organizational pattern for effective instruction"[1]

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1. Barbee, Don. Differentiated Staffing: Expectations and Pitfalls. National Commission on Teacher Education and Professional Standards, National Education Association, 1201-16th Street, N.W., Washington, D.C. 20036, March, 1969.

DIFFERENTIATED STAFFING DEFINITIONS

Directions: Listed below are two definitions of differentiated staffing. You should be able to write your own definition of differentiated staffing or accept either definition #1, or definition #2.

1. "Differentiated staffing is a plan for recruitment, preparation, induction, and continuing education of staff personnel for the schools that would bring a much broader range of manpower to education than is now available. Such arrangements might facilitate individual professional development to prepare for increased expertise and responsibility as teachers, which would lead to increased satisfaction, status, and material reward."

2. Differentiated staffing is a concept of organization that seeks to make better use of educational personnel.

3. Write your own definition here:

DIFFERENTIATED STAFFING MODELS

"The model of differentiated staffing under the Temple City model has three basic areas of responsibilities as part of the staff differentiated design. Basically, they pick up strands which are evident in most systems today. For this reason, most educators will find the model more easily adaptable than those which use a hierarchy of learning as the basis of staff differentiation. The three areas are (a) instructional management, which features an advanced teacher as a learning engineer; (b) curriculum construction, which adds to a teacher's responsibilities emerging curricular theory and design by discipline structure; and (c) advanced skills in the practical application of research for the improvement of instruction. Positions beyond the staff teacher level relate to specific disciplines. At the primary school level, these positions may be augmented by the introduction of subject skill specialists.

Entry points to the profession are expanded from a single point (staff teacher) to multiple points (any of the positions described in the hierarchy). Contractual periods vary with the degree and complexity of instructional responsibilities. For example, the senior teacher is employed for eleven months, the master teacher for twelve, and the staff and associate teachers for ten. This arrangement, coupled with daily schedule flexibility, can take advantage of the fact that many housewives in the community who have been teachers and still possess credentials can work part time in some capacity in the school. Many qualified teachers can be drawn back into the profession. These same people now are rendered impotent to the educational organization because of its lack of flexibility in utilizing teacher time and its lack of role flexibility. In addition, the creation of the teacher hierarchy permits excellent teaching to function at all levels. The housewife-teacher is not forced to work a longer year and she does not hinder the career teacher from professional advancement in the organization. One is not penalized at the expense of the other.

Figure II presents an overview of teacher responsibilities in the same differentiated staffing model in one discipline -- the social sciences.

For many reasons, schedule flexibility is an integral component of a differentiated teaching staff. Without flexibility in scheduling, the superimposing of new roles falls victim to rigidity and further stratification. Flexible scheduling is the key to successful utilization of teacher talent and teacher time. The combination and recombination of these two variables are the vehicles for a new school day. For this reason, the self-contained classroom, regnant in most elementary schools today, is a barrier to differentiation of teacher roles. It has come to be an accepted fact that no one teacher can be all things to all children. The continuation of the self-contained classroom limits the effective deployment of personnel and hence

hinders effective instruction. Teachers' claims that such flexibility is injurious to children cannot be substantiated from achievement or research data. The statement, "I teach children, not subject matter," is a gross misapplication of an earlier educational philosophy. Children do not learn in a vacuum. Problem-solving activities and conceptual learning are meaningful only when they can be related to specific instances. In the words of William James, "No one sees any further into a generalization than his knowledge of the facts applies." [2]

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2. English, Fenwick. ET TU, Educator, Differentiated Staffing? Rationale and Model for a Differentiated Teaching Staff, National Commission on Teacher Education and Professional Standards, National Education Association, 1201-16th Street, N.W., Washington, D.C. 20036. August, 1969, p. 11-15.

THE TEMPLE CITY MODEL OF A DIFFERENTIATED TEACHING STAFF

			NONTENURE
			MASTER TEACHER (Curriculum and Research Specialist)
		NONTENURE	
		SENIOR TEACHER (Learning Engineer)	Doctorate or equivalent
	TENURE		
	STAFF TEACHER	M.S. or equivalent	
TENURE			
ASSOCIATE TEACHER A.B. or intern	B.A. degree and state credentials		
100% Classroom Teaching 1-10 months	100% Classroom Teaching 10 months	50-60% Classroom Teaching 10-11 months	30-40% Classroom Teaching 12 months

ROLE RESPONSIBILITIES IN A DIFFERENTIATED TEACHING STAFF

TEACHING ROLE	RESPONSIBILITY	FUNCTIONS	EXAMPLE(S)
Master Teacher	District-wide; subject area responsibilities, K-12.	Classroom teaching; application of research to curriculum design by subject discipline and structure.	Development of experimental-research design of social studies units utilizing "post-holing" approach to solving contemporary social science problems at junior high school level.
Senior Teacher	School responsibilities, K-6, 7-9, 10-12.	Classroom teaching; application of new methodologies, learning and teaching strategies; media applications.	Concomitant development of experimental teaching strategies and tactics with new social studies "post-holing" units in pilot situations; evaluation; in-service with staff; revision; development of resource banks for new units.
Staff Teacher	Grade responsibilities, K-6, 7-9, 10-12.	Classroom teaching; individualized instruction; large/small group presentations, tutorial sessions.	Adaptation, adoption, evaluation of new social science units with suggestions made after extensive pupil monitoring in various instructional settings and modes for alternative strategies.
Associate Teacher	Grade responsibilities, K-6, 7-9, 10-12.	Beginning teacher. Classroom teaching; team-teaching partner; large group instruction assistance.	Implementation of new social science units with variations appropriate to teaching team strategies and assignment; evaluation of units regarding relevancy and content validity.

TEMPLE CITY HIERARCHY

"Master Teacher: a district curriculum and research specialist. His job is to keep abreast of all research into new methods and content in his subject area and transfer it from the field to the local school. He works with a senior teacher to devise pilot projects to test new ideas. "He's the key to self-renewal of the curriculum," says Bruce Caldwell, director of secondary education and former principal at Oak Avenue. Must have doctorate or equivalent. Teaching time is about 25% of that of the staff teacher. Salary for 12 months' employment: $15,500-$25,000. (Top of range exceeds superintendent's salary.) No tenure (although master teachers and senior teachers retain tenure as staff teachers). Only one master teacher had been appointed by the spring of 1970 because of limited funds.

Senior Teacher: responsible for the overall course content in his subject area at his school and for the application of innovations to the classroom. Hires and evaluates paraprofessionals and assigns student teachers in his discipline. As a member of his school's Academic Senate, he shares with the principal the selection and evaluation of his colleagues in his subject area. In a team teaching situation, he is the team leader. "The senior teacher is an acknowledged master practitioner, a learning engineer, a skilled diagnostician of the learning process," says Rand. "He is the teacher's teacher." Academic requirement: Master's or equivalent. Spends about half his time in the classroom. Salary: $14,000-$17,500 (top of the range exceeds some principals' salaries). No tenure.

Staff Teacher: full-time classroom teacher, comprising the bulk of the faculty. Must be effective in small, medium, and large group instruction. Minimum requirement: B.A. Salary range: $7,600-$11,000 for a nine-month year. Tenured.

Associate Teacher: a student or probationary teacher, or teaching intern. (Temple City cooperates with California State College at Los Angeles in its student teacher program.) Salary range: $6,500-$9,000. "Deployed wherever there is no need for advanced expertise or experience in the subject area or skill level under instruction," says an explanatory pamphlet put out by the Temple City Unified School District.

Auxiliary support personnel include instructional aides (three categories) and clerks. The aides work with students and teachers in resource centers, learning laboratories, and libraries. Rand says a survey showed that a third of the teachers' time was taken up in supervising study and other nonteaching tasks, "a terrible waste." The only way to end it, he says, was to do away with the self-contained classroom, introduce flexible scheduling, and provide resource centers where students could do their supervised study under the observation of a competent paraprofessional."[3]

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3. Differentiated Staffing in Schools, Education U.S.A. Special Report, National School Public Relations Association, 1201-16th Street, N.W. Washington, D.C. 20036, 1970, p. 11-12.

CHERRY CREEK MODEL

"The Walnut Hills program spreads across the whole innovative spectrum. It embraces individualized instruction, team teaching, non-grading, 50% independent study or one-to-one tutoring, and variable scheduling, plus, of course, differentiated staffing. The school's descriptive brochure says Walnut Hills "represents one of the first (if not the first) genuine attempts in the nation to blend the best features of all of these strategies into a single, comprehensive, and integrated total system." Walnut Hills calls it a "total system approach."

Each of the three learning centers houses a multi-aged "family." The "red family" comprises 5-, 6-, and 7-year-olds, the "white family" 7-, 8-, and 9-year-olds and the "blue family" 9-, 10-, and 11-year-olds. (The overlapping of ages, is, of course, a built-in characteristic of nongrading.)

Each learning center is manned by a team that consists of a team leader (with tenure as a teacher but not as a leader), three certificated teachers (senior resident, junior resident, and apprentice), a full-time paid intern (fifth-year education student) from Colorado State College at Greeley, a part-time instructional assistant (undergraduate education major) from the U. of Colorado at Boulder, a part-time student teacher, a part-time teacher aide, senior and junior high school assistants, and parent assistants. The high school programs are known by two sets of initials--MAL and SAT. The alphabetese stands for Mutually Aided Learning and Students Assisting Teachers. MAL brings in young people interested in educational careers. SAT provides tutorial services of teen-agers who themselves have problems and, it is hoped, can help themselves by helping younger children.

The individualization of instruction at Walnut Hills is built around a "diagnosis-prescription-treatment" philosophy, characterized by Marie Conlon, Walnut Hills resource teacher-librarian and president-elect of the CCTA, in these words: "We try to take every child and give him an individual program geared to him. For instance, we diagnose the things he doesn't know in the math continuum. We prescribe a learning program. Then we progress him along as rapidly as possible or as slowly as necessary." The program is explained a bit more formally by the district as follows:

- Diagnosis of student requirements is done by all teachers and is an attempt to systematically analyze and determine the next steps in pupil learning.

- Prescription or interpretation of the diagnosis findings is individually developed and tailored to the requirements of each learner. These are of both short-term (one day) and long-term (two weeks) duration, depending upon the diagnosis.

- Contracting--Prescriptions are implemented by means of the execution of learning contracts. These contracts--oral and written--are developed

cooperatively by all team members, cleared through the team leader, and executed by the parent, student, and the team. The contract can be amended at any time by those contracting. The contract not only serves as the road map to instructional strategies to be used but also is used as the method of reporting to parents and the official records of the students.

- Treatment--Very simply, the treatment includes the actual instructional strategies employed by the team and implemented by the learning contract. Treatment includes self-instruction, tutorial, independent study, small, medium, and large group instruction. The kind and size of group activity are usually decided on the basis of several criteria including: performance or achievement, requirements, interests, learning style, and concepts.

- Assessment of each student is then made on the basis of clearly defined behavioral objectives specified in the learning contract and demonstrated in past test performance. These performance results become part of a new diagnosis, prescription, contract-treatment-assessment cycle.

The three team leaders at Walnut Hills at the time of the Education U.S.A. visit were Mrs. Karen Wood, "red family"; Mrs. Nancy Day, "white family"; and Bryan Dunn, "blue family." Dunn, 27, with an A.B. from Utah State U., an M.A. from the U. of Rochester, and a year of experience in the Salt Lake City Schools, was making $9,500. This was $2,003 above what his step on the salary schedule would have been. Mrs. Wood, 27, with an A.B. from Colorado State and 3 and 1/2 years of experience, was making $8,500. (At her step on the salary schedule, she would have been making $7,200.) Mrs. Day, 28, with a B.S. from Ohio U., a master's from Michigan State, three years' experience in Ohio and Connecticut and two more at Belleview School in Cherry Creek, was making $9,000. (She would be at $8,127 on the regular salary schedule.)

It is, of course, significant that all three team leaders at Walnut Hills are young. Generally speaking, differentiated staffing is opposed in Cherry Creek by the older teachers who are well up on the salary schedule. The DS pay differential benefits the younger teachers, but it is too small to do anything for older teachers, many of whom are already making more money than the team leaders. This stems largely from an edict handed down by Superintendent Pino when the DS program got under way: It wasn't to cost any more than a traditional program. Both differentiated schools -- Walnut Hills and Eastridge--have faithfully complied. Indeed, Walnut Hills is able to show, in a chart incorporated into its official brochure, that differentiated staffing costs the taxpayers $39,017 less per year (as of 1969-70) than would a conventional program. Yet it has a larger staff. One reason for this seeming incongruity is that Walnut Hills uses more paraprofessionals and fewer professionals than would a conventional school. Also the team leaders--partly because of their youth--are paid far less than their counterparts, the senior teachers in Temple City.

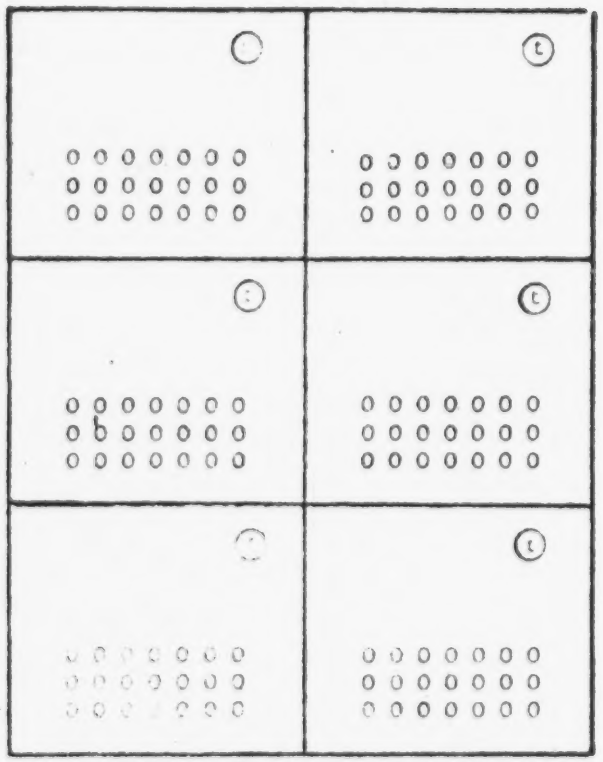
FIGURE III: PERSONNEL DESIGN--WALNUT HILLS COMMUNITY ELEMENTARY SCHOOL

CHERRY CREEK SCHOOLS
Metropolitan Denver, Colorado

JULY, 1969

CONVENTIONAL

125-150 Students



Cost $8,119 x 6 = $48,714

TOTAL COST

$ 8,119 x 18 = $ 146,142

$ 8,119 x 3 = $ 24,357

Teachers Aides - 5,000

$ 175,499

COMMON SERVICES

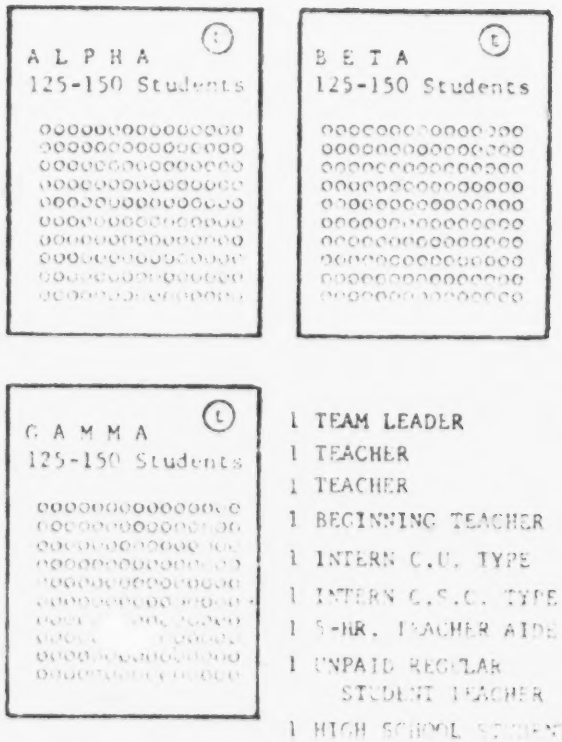
Full School

1 Resource Teacher	$ 8,119
1 Physical Ed. Teacher	8,119
1 Music Teacher	8,119
	$24,357

OVERALL COMPARISONS

	WH	Conventional
Personnel	$24\frac{3}{5}$	18
Cost	$ 136,482	$ 175,499

WALNUT HILLS



1 TEAM LEADER	$ 10,000
1 TEACHER	8,000
1 TEACHER	7,000
1 BEGINNING TEACHER	6,300
1 INTERN C.U. TYPE	1,500
1 INTERN C.S.C. TYPE	3,000
1 5-HR. TEACHER AIDE	1,575
1 UNPAID REGULAR STUDENT TEACHER	-0-
1 HIGH SCHOOL STUDENT	-0-
	$37,375

TOTAL COST

$ 37,375 x 3 = $ 112,125

$ 8,119 x 3 = 24,357

$ 136,482

Table I: **Comparative Analysis Between Mary Harmon Weeks Elementary School And a Traditional Elementary School of Comparable Size**

	WEEKS		TRADITIONAL
Administration			
Principal	$15,400		$14,350
Administrative Coordinator	12,155		9,340
Subtotal	$27,555		$23,690
Staff			
2 Coordinating Instructors	$24,310		--
7 Senior Instructors	64,449		--
11 Instructors	92,070	(31)	$259,470
4 Associate Instructors	15,600		--
4 Interns	16,000		--
8 Student Teachers	--		--
1 Vocal Music	8,370	(1/5)	1,674
1 Physical Education	8,370	(2/5)	3,348
1 Art	8,370	(1/6)	1,395
1 Speech and Reading	8,370	(2/5)	3,348
1 Librarian	8,370		8,370
1 Health Services Counselor	8,370	(1/10)	837
1 Professional Nurse	8,370		5,022
1 Instrumental Music	2,092		2,092
1 Administrative Secretary	4,000		4,000
1 Attendance Clerk	3,467		1,949
1 Library Clerk	3,353		--
8 Teachers' Aides	22,876		1,080
Subtotal	$306,807		$292,585
Total	$334,362		$316,275

Difference $18,087

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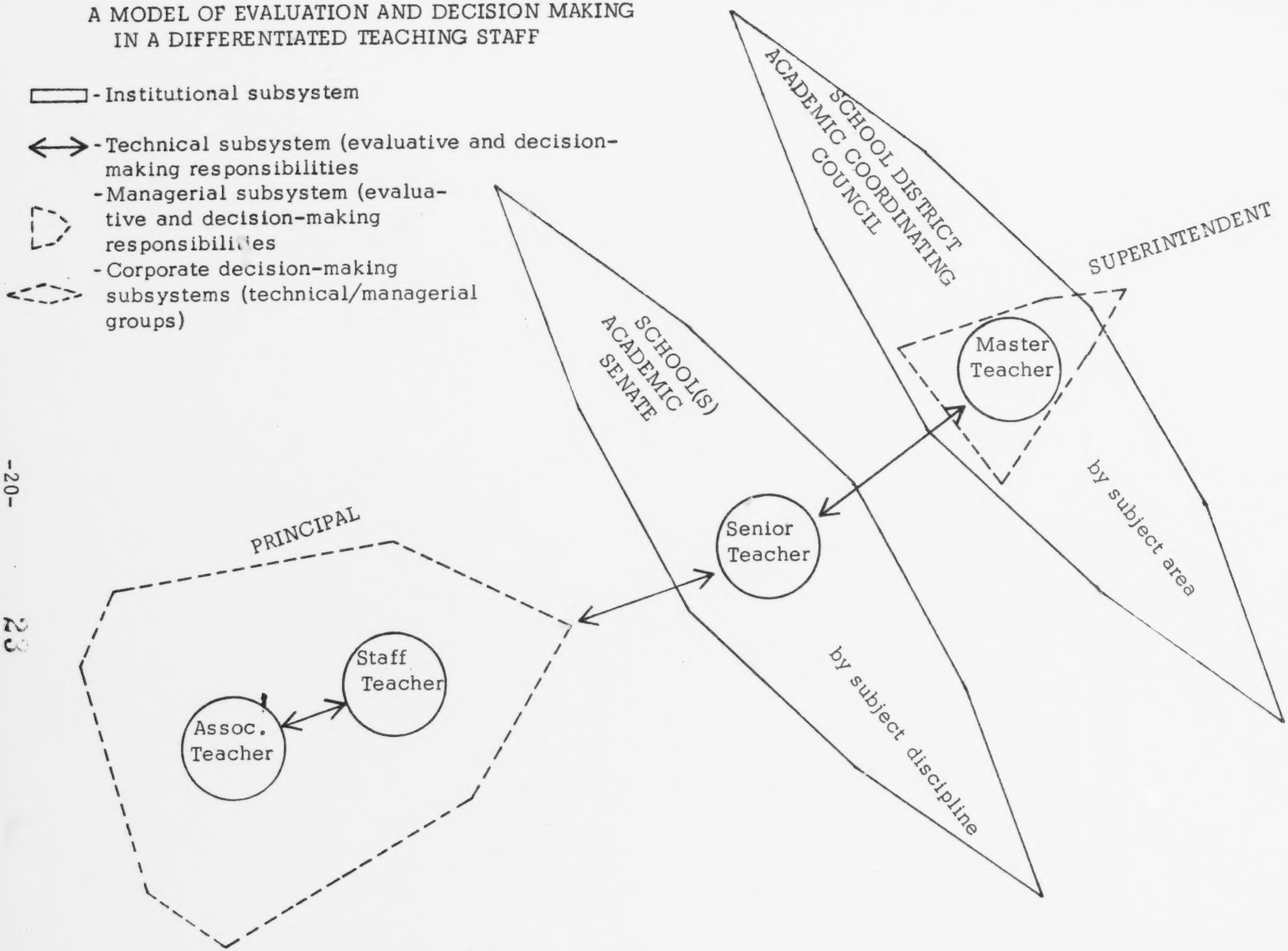
4. Ibid., pp. 17-20.

A MODEL OF EVALUATION AND DECISION MAKING
IN A DIFFERENTIATED TEACHING STAFF



5. op. cit., 3, p. 17.

PRINCIPLES UNDERLYING THE CONCEPT OF ROLE

" Role differentiation should evolve from at least some of the following questions:

1. What philosophy about students undergirds the educational program?

2. What behaviors do students bring with them to school, and how can we diagnose students' needs?

3. What performance criteria can be established to show when we have met the students' needs?

4. How can relevant content be found to assist in the task of meeting performance objectives?

5. What instructional strategies are most powerful? " [6]

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6. Phi Delta Kappan, September, 1970, p. 38.

PRINCIPLES UNDERLYING

DIFFERENTIATED STAFFING CONCERNS MOST OFTEN EXPRESSED

1. "Differentiated staffing becomes an end rather than a means.

2. It evolves into a system with a more rigid hierarchy than that which now exists.

3. It depends on currently available personnel without attempting to identify new roles, new training programs, and new personnel.

4. Differentiated staffing is a cover-up for merit pay schemes.

5. Differentiated staffing organizations promote concepts of superiority of performance on one hand and unsatisfactory performance on the other.

6. Differentiated staffing patterns are established which assign responsibility but fail to offer opportunities for shared decision-making.

7. Differentiated staffing patterns require changes in behavior."

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7. Ibid., p. 40

MINIMUM INGREDIENTS OF DIFFERENTIATED STAFFING

" Assessment of student needs

Definition of roles

Training for differentiated roles

Evaluation of performance

Reward system" [8]

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8. Ibid., p. 40

PRINCIPLES UNDERLYING THE CONCEPT OF

EVALUATION-DIFFERENTIATED STAFFING

1. "What criteria will be used to assess performance effectiveness?

2. Who will do the evaluations?

3. What procedures will be used to get at the preceding questions?"[9]

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9. Ibid., p. 38

SOME DIFFERENTIATED STAFFING QUESTIONS

1. "What rationale needs to be developed for differentiated staffing?

2. Will differentiated staffing help improve instruction?

3. How might roles be differentiated?

4. How can levels of difficulty in teaching be established?

5. Will differentiated staffing create new teaching or managerial roles?

6. How can responsibility be categorized by levels of difficulty and importance?

7. How can differentiated staffing be evaluated?

8. What are the arguments against or reservations about differentiated staffing?

9. How is greater administrivia short-circuited when roles are differentiated?

10. How important might differentiated staffing be in providing career patterns, attracting and holding able teachers, providing adequate salaries, fitting a pattern of teacher education, providing different entry points into teaching acknowledging competency?" [10]

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10. Ibid., pp. 36-37

ADVANTAGES OF DIFFERENTIATED STAFFING

The learner will be able to list at least five (5) advantages of differentiated staffing:

1.

2.

3.

4.

5.

DISADVANTAGES OF DIFFERENTIATED STAFFING

The learner will be able to list at least five (5) disadvantages of differentiated staffing:

1.

2.

3.

4.

5.

POST-ASSESSMENT INSTRUMENT

1. The learner will design his own differentiated staffing model.

2. The learner will be able to provide a design for a cost analysis as well as a cost-benefit of his own differentiated staffing model.

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